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LOCAL CHURCH FIELD SUPERVISOR'S HANDBOOK

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THE SUPERVISED MINISTRIES PROGRAM

ASBURY THEOLOGICAL SEMINARY

Supervised Ministries is an important component of training at Asbury Theological Seminary. Each Master of Divinity student is required to take two courses in this supervised field-based learning experience.

Each year approximately 200 men and women representing a wide range of denominational backgrounds are placed as volunteers in over 80 settings. Field Settings presently being used include churches, correctional institutions, comprehensive care centers, nursing homes, children's homes, inner-city social service agencies, acute/general admission hospitals, psychiatric hospitals, and evangelism outreach centers. Opportunities are available from Cincinnati to Lake Cumberland, from Louisville to Appalachia.

Basic Assumptions

There are certain basic assumptions upon which the program is built. We believe that certain tasks of professional ministry can best be learned by doing; that they may often be most easily learned through modeling others; and that action in the field can be reflected upon in disciplined ways which raise new questions, demonstrate relevance of academic work, and may enhance a fuller integration of the theoretical and practical dimensions of a student's training for Christian ministry.

Basic Components

There are three ingredients in the Supervised Ministries Program:

1. A structured service experience of over 100 hours at a field placement;
2. Regular, competent supervision in the field; and
3. A faculty-led weekly seminar experience utilizing self-referent cases for reflection on experiences in the light of Biblical, historical, doctrinal, behavioral, and other disciplines.

Field supervisors are provided training for their work and are considered "adjunct faculty" during the period of their service. We believe that there are positive gains not only for the student and Seminary but for the church or institution as well.

Guide for Local Church Field Supervisors

Initial Interview With Student:

It is suggested that this interview be scheduled for the week prior to the first week of work at placement. The following forms should be reviewed and signed by both supervisor and student:

- 1. Learning Covenant (Learning Goals Outline)**
- 2. Supervisory Contract**

A Lay Committee also needs to be selected by the supervisor. (See page 22).

MONTHLY REPORTS

The following forms are supplied by the student. They should be completed (as indicated below), reviewed, and signed each month. The student will submit the form to his/her reflection seminar leader.

- 1. Learning Goals Progress Report - completed monthly**
- 2. Local Church Placement Activity Checklist - completed monthly**

FINAL EVALUATION AND FINAL INTERVIEW

All Final Evaluations are supplied in the student's handbook. These need to be completed, reviewed and signed by both parties during the final interview. The student will submit them to his/her reflection seminar leader.

STUDENT RESPONSIBILITIES

The student is responsible to bring each of the above items to your attention. Each report or form is supplied in the student handbook. The student also has a schedule of due dates of all materials, and is responsible to have them completed at the proper time.

THE FIELD SUPERVISOR

YOUR CONTRIBUTION

Because of your experience and gifts you have been invited to share with us in the very crucial opportunity of training men and women for ministry. Our program is called “Supervised Ministries.” That term highlights the essential part that the supervisor plays in this training process. As a supervisor you will draw upon a variety of skills. At times you will be a trainer, resource person, consultant. but in and through it all, we hope you will see yourself as a facilitator and guide who oversees the student’s work with an eye toward the full development and utilization of his/her God-given gifts and graces for ministry.

For many of our students this will be their first exposure to the work of “pastoral ministry”. They may have served voluntarily in their local church as a church school teacher, choir member, youth group officer, etc., but they will not have had exposure to the broad range of ministerial tasks and responsibilities which are a part of a pastor’s daily life. It is very important that they have an opportunity to do (and to observe other competent people doing) this kind of ministry. Certain tasks of professional ministry may best be learned in this practical way. It will also provide an opportunity for some students, who may be uncertain, to test their calling.

ASSUMPTIONS ABOUT LEARNING

By placing students under supervision in “teaching parishes” or “teaching placements”, we believe:

1. That people learn from experience as well as through books. In supervision, we attempt to assist students in the examination of their acts of ministry/service in order that they might learn from them.
2. That in an educational setting the supervision of task performance will stimulate people to learn from those tasks and will bring about changes within themselves.
3. That people always learn within the context of their relationships with others. Supervision provides a relational context in which learning can take place in a realistic manner.
4. That learning which occurs in a supervised field setting can be transferred to other situations which the supervisees will face when they are beyond formal supervision.

YOUR ROLE

When you have accepted the challenging responsibility of being a field supervisor, the Seminary asks three things of you:

1. That you work with the student in the shaping of a “**Learning Covenant**”. This covenant will be the basic working document of the teaching placement.
2. That you spend at least forty-five minutes to one hour per week in individual supervision, termed a “**Supervisory Session**”.
3. That you prepare and submit a “**Final Evaluation**” of the student’s performance, utilizing the instrument provided by the Seminary.

The remainder of this document is designed to give you more information concerning these areas of responsibility.

THE LEARNING COVENANT

The starting point for your work as a supervisor will be the student. This contrasts Supervised Ministries with what used to be known as “field work”. In those days the starting point was the job to be done. Supervised Ministries, on the other hand, has its focus on the student who is with us. In collaboration with the student a **Learning Covenant** will be fashioned which will:

1) Express the learning goals which the student brings to the placement; 2) Clarify methods which will be used to work toward those goals and 3) Specify criteria (where appropriate) which will be used to measure the attainment of the goals.

1. The SEMINARY will ask each student to make a personal assessment in terms of his/her growing edges. Out of this the student will be asked to formulate learning goals to be fulfilled during the Supervised Ministries placement. A learning goal is an interest or a desired result and it is broad in nature. It is a declarative statement which relates to questions such as “What do I need to know? What experiences do I hope to have. What would I like to learn out of this semester’s experience in this placement?” The learning goals will shape the basic working document at the field placement.

2. The SUPERVISOR will consult with the student on the basis of the student’s learning goals and together they will construct a list of mutually acceptable methods for the accomplishment of those goals. A method differs from a goal in that it is a shorter statement of a more specific strategy/way of working toward learning goal. There are two essentials in writing a good statement of method. It should express in concrete, specific terms one task which relates to the accomplishment of the goal, and it should be realistic in terms of the placement.

3. Extending some methods, the supervisor and student will want to formulate certain criteria. A criterion represents a supervisee as to results which will be considered satisfactory. This provides some objective to determine whether certain goals have been accomplished. Following is an example of the Goal-Method-Criterion format:

Goal	Method	Criterion
I. I want to feel more comfortable doing pastoral visitation.	A. I will do some general pastoral visitation.	1. I will make pastoral calls with the supervisor for one week. 2. I will visit two families a week for the rest of the semester.

For more detailed information, consult “The Covenant for Learning” section of this handbook.

It must be cautioned that learning goals often deal with qualitative matters that do not easily lend themselves to objective, measurable analysis. What we are striving for, however, is a specific plan of action which will enable the students to move toward the fulfillment of the learning goals. The final form of the document should not be thought of as immutable, but throughout the supervisory experience it could be revised through consultation between the supervisor, the student, and the reflection seminar leader. It will serve as a reference point throughout the student’s field experience. **The Learning Covenant should be prepared in quadruplicate within two weeks using the format described above.** A copy will be kept by the student, one by the supervisor, one by the reflection seminar leader and one by the Supervised Ministries office. A “Supervisory Contract” form (sample enclosed) is to be attached to the seminar leader’s copy of the Learning Covenant.

THE SUPERVISORY SESSION

The second requirement which the Seminary makes of the Supervisor is that regular weekly supervisory sessions be held with the student. These sessions will be approximately one hour in length. We believe that these times are a key learning structure in theological field education. They are a firm requirement for every placement. By accepting a student you are contracting with him/her and with the Seminary that you will personally give the contracted supervision each week throughout the period of the placement. This session will focus upon the integration of the student’s ministry experiences in light of his/her Learning Goals. It will also provide an opportunity for theological reflection.

THE EVALUATION

All field supervisors are considered as adjunct faculty and have proportionate authority in evaluating the student's participation in the program. Written evaluations will be made and submitted at the end of each semester. Forms are provided in the students handbook for this purpose. Evaluation, however, should be a continual part of the supervisory process. The ongoing nature of this evaluation will mean that there will be no "surprises" for the student at the end of the semester.

Evaluation comes out of the spiritual relationship in which the supervisor's desire is the full development and utilization of the student's gifts and graces for ministry. because of the tremendous significance of this objective, an evaluation cannot be taken lightly, nor can persons be treated arbitrarily. The evaluation will be a creative, challenging process by which new growing edges are clarified through love.

As a part of the evaluative process, the supervisor may wish to discuss the student's tests taken as part of seminary entrance orientation. These tests are:

MYERS-BRIGGS PERSONALITY TYPE INDICATOR: a basic classification of how a person functions and organizes his/her life.

THEOLOGICAL SCHOOL INVENTORY: A description of motives and direction in the ministerial vocation.

Our experience has shown that most evaluations from supervisor and lay committees are skewed in the positive direction. None of us likes to cause others discomfort, so our evaluations tend to omit that feedback which might be confrontational. However, when an evaluation of a student's ministry speaks only in flowing terms we tend to wonder how objective the evaluation has been. All of us, including our students, have our additional gifts and unused potential. We also have our "blind spots" and our weak points. For this reason we need supervisors who function as mentors and guides to help students discover new inner resources for God's work. The writer of Proverbs expresses this truth graphically: "Iron sharpens iron, and one man sharpens another."

We value this ministry highly, and we rejoice that you can join us in this challenging opportunity. Some have called this program a "seminary on the street." We like that phrase, and believe this kind of training is absolutely essential in preparing men and women for the service of Christ.

Note: Pages 11 and 12 are duplicates taken directly from the Student Handbook for your information.

THE COVENANT FOR LEARNING

The **COVENANT FOR LEARNING** is the basic structure around which the placement experience is organized. It consists of two parts.

1. **The Supervisory Contract**, a formal document which clarifies the expectations as well as the tasks of both supervisor and student. Directions for completing the contract are given below. The form itself is located at the end of the Student's handbook.
2. **The Learning Goals Outline**. Instructions for preparing this outline are detailed on the following page.

This two-part COVENANT FOR LEARNING is to be prepared in quadruplicate, with a copy for the reflection seminar leader, one for the field supervisor, and for the student, and one for the Supervised Ministries office.

PART I: DIRECTIONS FOR PREPARING THE SUPERVISORY CONTRACT

The first part of the COVENANT FOR LEARNING is the **Supervisory Contract**. It specifies the commitments made by the supervisor and the supervisee. Contract forms are provided in the Student Handbook. It is to be removed from the handbook, completed, and signed by both parties involved. You will then need to make two additional copies, since a copy of this contract should accompany each copy of the Learning Goals Outline.

The **Supervisory Contract** highlights the teaching function of the field supervisor. The supervisor is considered an adjunct faculty member and functions as a mentor--a kind of guide, trainer, facilitator--in the student's learning process. He/she also represents a church or institution and must see that its purposes are carried out, that given tasks are accomplished, and that guidelines are followed. With these responsibilities in mind, there are two dimensions to the supervisor's section of the contract:

1. As the Seminary representative, he/she covenants to give approximately one hour of supervision each week with particular focus on the student's learning goals;
2. As the representative of the church or institution, he/she gives the student permission to perform certain functions at the placement and promises to give administrative oversight to the student.

The student's section of the contract emphasizes the importance of the attached learning goals. It becomes a kind of job description, and delineates the student's expectations for the field experience, and his/her commitment to serve the placement in specific ways.

PART II: DIRECTIONS FOR PREPARING THE LEARNING GOALS OUTLINE

One of the premises of Supervised Ministries is that learning is most effective when ministry is approached in an intentional way. The educational process is facilitated when specific learning goals, methods and criteria are established by the student in consultation with the field supervisor.

The Learning Goals Outline is to be written in outline format. For purposes of preparing your goals, the following definitions are applicable:

Learning Goal: A purpose; a broad objective. Goals are to be formulated in terms of the student's aspirations. They answer the question, "In what areas do I wish to grow during this experience?" (Knowledge/ Understanding? Competence?) These broad objectives become the Roman numerals I, II, etc., in the outline.

Method: A strategy for pursuing the goal; a plan of action. Methods are designed to answer the question, "In what ways will I go about working toward each stated goal?" Methods will be listed for each learning goal using capital letters A, B, etc., in outline format (refer to sample outline format).

Criteria: Standards; targets. These form the basis for making decisions or judgments about the extent to which goals have been attained. Criteria are specific, concrete, measurable. They answer the questions, "What are the tasks? When will I do this? Where? What resources will I use?" etc. Criteria will be listed for each method using Arabic numerals 1, 2, etc., in the outline.

The student is encouraged to set goals in a number of areas, keeping in mind limitations of time and setting. Some suggested categories are:

- Professional development (skills, knowledge)
- Personal growth (confidence, self-understanding, interpersonal skills)
- Supervisory relationship (roles, expectations, nature)
- Reflection/integration processes (case studies, consultation, research)
- Spiritual development (gifts/graces, spiritual disciplines, confirming call)
- Others as identified by student.

Each person's goals will be unique, determined by his/her own particular growth needs and the limitations of the placement in which he/she serves. The following steps are suggested for preparing the statement of learning goals, methods and criteria:

1. Prayerfully consider the areas in which you feel the greatest need to grow this semester (in relation to your placement). These growth areas might be any of those listed above or others which are important to you.
2. Write your growth needs as learning goals, using complete sentences.
3. Consider the possibilities of both the placement and seminar settings, and write out one or more methods for working toward each of your learning goals. This step will probably require consultation with seminar leader and field supervisor.
4. Discuss your goals and methods statement with your field supervisor. Out of this consultation, fashion criteria or targets which will serve as acceptable standards for the measurement of progress toward your goals. Weaknesses in the goals usually have to do with fuzzy criteria or ill-defined targets. Strive for concreteness and specificity, and the usefulness of the document will be greatly enhanced.
5. Your final statement of goals will be written in outline form, prepared in quadruplicate, and attached to the Supervisory Contract.

SUMMARY

These two parts, the Supervisory Contract and the Learning Goals Outline, make up the student's COVENANT FOR LEARNING. This covenant becomes the basic working document for the Supervised Ministries experience. It spells out the expectations of the student and of the supervisor. It gives direction and definition to the supervisory process and will serve as a basic resource for the weekly interview sessions. It will also be used in a final assessment of the student's work. At that time the student, the supervisor, the seminar leader, will review the goals to determine which criteria were met, and to what extent the student has reached his/her objectives.

The covenant may be revised only once during the semester. Such revision is allowable only during the first eight weeks of the semester and must have the approval of the supervisor and the reflection seminar leader.

THE SUPERVISORY CONTRACT
ASBURY THEOLOGICAL SEMINARY
SUPERVISED MINISTRIES PROGRAM

(Please type or print clearly)

Student: _____ Date: _____

Supervisor: _____ Placement: _____

INSTRUCTIONS: The supervisor and the student are to sign the *Contract*, indicating that both parties are in full agreement with the *Covenant for Learning*. Attach the *Learning Goals Outline* and make copies for the supervisor, the student, the faculty seminar leader, and the Supervised Ministries office by the due date on course calendar.

Supervisor's Covenant:

1. I agree to give you a minimum of one hour per week of supervision of your experience in ministry with particular focus on the learning goals you describe. I agree to the following time for supervisory sessions: Day: _____ Time: _____
2. I, and the institution I represent agree to give you the opportunity to perform the following functions in this setting, over which I will give administrative supervision. (See attached *Learning Goals Outline* for said functions).

Student's Covenant:

1. I agree to give a minimum of eight (8) hours per week, for a period of 13 weeks during the Fall — Spring (circle one) Semester, 20____, in responsible performance of the above-described functions and in responsible participation in the above-described supervisory processes.
Day(s): _____ Time: _____
2. I am also committing myself to the *Learning Goals Outline* attached hereto. I expect to fulfill these goals within the context of this field experience. I realize that this *Covenant for Learning* may be renegotiated with my field supervisor and the Office of Supervised Ministries at any time and that I am to send to my faculty seminar leader the updated *Covenant*.

Supervisor's Signature

Student's Signature:

GOALS		LEARNING GOALS	
1.		MEANS OF ACCOMPLISHMENT	MEANS OF EVALUATION
		A.	1.
			2.
		B.	1.
			2.
II.		A.	1.
			2.
		B.	1.
			2.
III.		A.	1.
			2.
		B.	1.
			2.

SUPERVISION IN FIELD EDUCATION PROGRAMS

One of the most important tasks of a good supervisor is to help student interns reflect critically on their ministry. Through this reflection, students are helped to grow in self-awareness, professional skills, and theological meanings.

More than anything else, the relationship between the supervisor and the student is important. This is the medium through which much learning takes place and through which the supervisory purpose is achieved. This relationship, although instigated and directed chiefly by the supervisor, presupposes openness and a willingness to communicate on the part of the intern as well as the supervisor.

It is through this relationship that the student is helped to reflect on his/her ministry. Supervisor and intern walk through the internship together. The supervisor supports the student during periods of discouragement, encourages free expression of feelings without fear and reprisal and stimulates further efforts at learning through the supervisor's interest and recognition of what the student does well.

The relationships should be sustained by both formal, i.e. regularly scheduled, conferences and informal encounters.

THE SUPERVISOR IS EXPECTED TO FUNCTION AS:

ADMINISTRATOR

The administrative function involves general overseeing of the student's work. The supervisor suggests specific tasks for the student. He/she also informs the student of the normal functioning in the particular placement and the duties of the other members of the staff. The supervisor will help the student's development of ministerial skills.

EVALUATOR

The evaluation process has the primary purpose of teaching. With the supervisor's help, the student is helped to recognize strengths and weaknesses, failures and successes and thus improve his/her effectiveness in ministry in the future. The personal goals of the student can provide many topics for consideration.

TEACHER

The teaching function of the supervisor includes the direct transmission of knowledge and information which represent new content for the student. The supervisor will be conscious of his/her role as a more experienced person. The supervisor can also elicit response and criticism from the other members of the staff. The supervisor would also be open to suggestions and insights of the student.

CONSULTANT

The role of consultant is perhaps the most important of these various functions of the supervisor. In a non-directive way, they help the student to reflect on his/her ministry in the light of his/her own feelings, theology, and spirituality.

Some General Supervisory Skills:

1. Ability to listen.
2. Recognition and ownership of one's own feelings.
3. Ability to enter into the feelings of the student.
4. Openness to the life style of the student.
5. Ability to create a helping relationship.
6. Sensitivity to "where the student is".
7. Ability to ask the right questions.
8. Ability to wait for the intern's growth, to resist the temptation to manage the his/her life.
9. Recognition of the student's resistance to growth; ability to know when it is appropriate to probe the resistance and a willingness to do so.
10. General theological knowledge and pastoral insight.

Some Questions Appropriate to Supervision

These are not intended as a means of interrogation. Rather, they are suggestive of the kind of subjects appropriate to the supervisory relationship.

1. What took place?
2. In what way did you respond to the event?
3. How do you feel about what happened?
4. How do you interpret the experience?
5. What can be learned from the incident?
6. What does this have to say about the ministry of Christian faith?
7. How can the continuing situation best be confronted or handled?
8. What is your role as a result of the experience?

THE SUPERVISORY CONFERENCE*

The supervisory conference is a disciplined occasion and requires certain ingredients if the mixture is to feed the student.

1. **Rapport** and **Trust** between supervisor and student is fundamental. This does not occur overnight. Factors which lead to rapport and trust include clarity of expectations, mutual respect, positive strokes genuinely given and received, sensitivity to feelings, responsibility in performance of duties, being on time and well prepared for supervision, and being open in expressing oneself and open to feedback.
2. **A Regular Schedule of Supervisory Conferences** is essential. The time together should be relatively free of interruption, and only the most pressing emergencies should be cause for rescheduling. Forth-five minutes to an hour is generally sufficient time to deal with the data of the previous week.
3. An **Agenda** is necessary for the conference to have focus. The student may be asked to present this agenda on a regular weekly basis or at the request of the supervisor. (The agenda form provided on the next page may be helpful for this purpose.) There will be times when the supervisor will establish the agenda for the conference because of feedback received regarding aspects of the student's work. Or, the supervisor may want to focus on his/her own style of ministry which may be helpful to the student. In every case, supervision needs to deal with "live data", related to the student's performance in ministry.
4. The **Analysis** of the behavior or the experience takes place at several levels. An alliterative list may help the supervisor keep in mind the possibilities:
 - a. Facts: Check for facts which clarify the event in your mind. Check for facts which test the reality of statements such as, "Everybody disagrees with me."
 - b. Feelings: Be aware of the student's feelings. Check his/her awareness of his/her own feelings toward others in the experience under discussion. Be aware of your own feeling about the event and toward the student during the discussion.
 - c. Fantasies: Ask the student to fantasize about what his/her intuition tells him/her in the situation. Prod him/her to share hunches about the people in the event. Use fantasy as a means of exploring future alternatives.
 - d. Focus: Explore alternatives, but focus on the primary issue, the basic decision to be made, the heart of the problem. Do not solve the problem for the student. That is his/her responsibility but help him/her focus on the central issue.

e. Future: What are next steps? Again, don't solve the problem but help the student think of alternative next steps to take. Also, generalizations can be made by the student in terms of future behavior in similar situations. It is to achieve a more competent response to similar situations of ministry in the future supervision is directed.

It is important to remember that supervision is not pastoral counseling or therapy. It is an educational discipline. Sometimes psychological counseling or therapy might be indicated as a need, but it should be tagged as such and not become the agenda for supervisory conferences. Psychological hang-ups which interfere with ministerial competence should be pointed out, and the student should be challenged to seek appropriate counseling or therapy. Often, vocation questions are of utmost importance to the student; and within the discipline of examining actual ministerial behavior, there should be ample opportunity to discuss whether or not the student feels called to ordained ministry.

*This information is adapted from a lecture by Professor William Pregnall, Virginia Theological Seminary, Alexandria, Virginia, at a Biennial Consultation of Theological Field Education, Fort Worth, Texas, 1975

SUPERVISORY CONFERENCE AGENDA

Student Form

Student: _____

Date: _____

1. State your activities and observations of the past week.

2. What did you learn about the life and work of the church?

3. What did you learn about people and working with them?

4. What did you learn about yourself?

5. What spiritual and /or professional resources did you apply and why?

6. What specific issues do you wish to discuss?

7. Comments:

GUIDELINES FOR PREPARATION OF SUPERVISORY SESSIONS

- A. Am I dealing with my student honestly?
- B. Am I evaluating his/her work?
- C. Am I giving him/her my perceptions of their behavior?
- D. Am I presenting positive areas of success as well as pointing out areas of needed growth?
- E. Am I honest about his/her failures or lack of accountability?
- F. Have I taken into account how much of the student's productivity or lack of it I can attribute to inexperience?
- G. Am I able to point out character weaknesses such as: stubbornness; lack of common sense; poor pastoral judgment; immaturity; irresponsibility; discourtesy; insensitivity toward others; authority problems, etc.?
- H. Is my advice evasive or direct enough for the student to get the point?
- I. Do I challenge the student's potential/ Do I ask if he/she is satisfied with the quality and quantity of the supervision they are given?
- J. Do I set aside time to allow the student to respond to me?
- K. Do I balance out "what I say" with "the way I say it"? (cognitive and emotional content of my message) Do I have a feeling tone for this person?
- L. Do I honestly think that the Christian Community can be served by this person later on? Do I point out areas where he/she comes on too strong?
- M. Do I share my own spiritual life with my student?
- N. Do I exercise my authority as I should or am I intimidated by the fact that I am working with a seminarian?

"Pastoral supervision is meant to empower the supervisee to live and to function as a minister of the Lord. The pastoral supervisor serves as a model for that ministry, not necessarily for the student to copy but to use as point of departure for developing a unique professional identity. This kind of a supervisory relationship requires a great deal of skill and sensitivity and an ability to free the student to develop in his/her own way".

SUPERVISED MINISTRIES GOALS FOR STUDENTS

HIGHLIGHTS FOR FIELD SUPERVISORS

The Supervisor is expected to help the student to:

1. Develop a valid personal concept and practice of Ministry;
2. Learn how to learn from experience;
3. Learn how to integrate theory with practice in the context of experience in ministry;
4. Develop an increasing degree of emotional and spiritual maturity; and
5. Have an opportunity to test and fulfill their call to ministry.

EVALUATION OF SUPERVISOR

On the Student's Final Evaluation form, students will be asked to rate the effectiveness of their Field Supervisors in the following areas:

1. Gives high time priority for supervision.
2. Is supportive; affirms gifts.
3. Confronts with specific feedback.
4. Is open to collegial, dialogical relationship.
5. Provides opportunity for significant ministry.
6. Is self-sharing.
7. Assists in reflecting on acts/issues of ministry.
8. Remarks concerning the supervisory relationship.

STUDENT COURSE CALENDAR

The Student Course Calendar is a schedule of when required student reports and evaluations are to be submitted to the Reflection Seminar Leader. Supervisors will receive a personal copy from the student at the beginning of each semester. This should be reviewed with the student when the Supervisory Contract and Learning Goals are discussed. A sample Student Course Calendar is provided at the back of this document.

STUDENT MILEAGE POLICY

The Seminary has a limited budget from which students are assisted toward their travel to and from field assignments. The rate allowable is minimal and does not pretend to cover the costs incurred; it is considered a defrayal allowance.

The beginning of each semester, students are made aware of our travel policy. They are also encouraged to car-pool when more than one person is assigned to a placement. At the end of the semester, students are reimbursed for miles traveled not to exceed two (2) round trips. In no case shall the total two (2) round trips exceed the 200 mile limit.

It is important for supervisors to be aware of the Seminary's reimbursement policy and the students' responsibility for reporting the Supervised Ministries Office. Knowing this, supervisors are requested to take this into account when working out schedules with students. If a student is asked to appear more than twice weekly at a placement, the parish is requested to assist with the additional expenses.

LOCAL CHURCH PLACEMENT ASSIGNMENTS

WORK EXPECTATIONS

The seminary/teaching-church relationship is intended to be one of mutual benefit as two collaborating agents of ministerial training. The Local Church is the laboratory for testing theology and the student's call to ministry. The seminary is the base for Biblical understanding and conceptual formulation. The Local Church provides the context for implementing content gained in the classroom.

Given the above perception, it is extremely important that integration of the two dimensions should occur. This will likely happen when proper assignment of pastoral duties and responsibilities are provided for the student. Listed below are areas of ministry where students are expected to become involved or gain some practical understanding:

- Worship planning and participation
- Pastoral care and counseling
- Preaching/speaking opportunities
- Teaching/leading group or class
- Evangelism work and outreach
- Administrative/management duties
- Assistance in sacraments, weddings, funerals
- Hospital and home visitations
- Social/community concerns
- Missionary promotion and planning

In some placements, students will be involved in most of the areas listed, and possibly all of them. Other placements may provide less involvement in certain areas. However, it is expected that a general plan be adopted by the local church for all students who come to them, tailoring portions of the local needs to the student's particular interests and learning goals.

LEVEL OF INVOLVEMENT

The purpose of the Local Church placement is to give students hands-on experience. This means participating in the activities carried on in the church. Some activities will require taking charge and full responsibility, others may need auxiliary involvement only. In either case, participation is expected as the mark of supervised learning. Observation alone is not acceptable. To be involved in planning research has no practical effect unless implementation is part of the assignment.

The "Local Church Placement Activity Checklist" is a report which the student is to submit monthly indicating the range of involvement in the local church setting. See the "Local Church Placement activity Checklist" at the back of this handbook for more details on this matter.

THE STUDENT

When students are involved as participants in an assignment or function such as preaching, visitation, or worship leadership, they accrue experiences that provide a base for structured reflection. This is the heart of learning under supervision. The ongoing and final evaluations are made on the basis of these measurable experiences. Therefore, supervisors are expected to open the doors of learning in a very practical way to the students. This may seem to be “risky” at times, and with certain students, but wisdom and discretion should be used at all times.

THE PASTOR

Supervising Pastors and their congregations are expected to work with the student in formulating the learning goals and contract agreement. This will insure assignment of appropriate responsibilities, and provide a guide for ongoing supervision and the final evaluation assessment.

In the week to week supervision, the Pastor is the key person. This personal relationship is indispensable, especially if the desired mentor role is to be realized. Delegating this responsibility to other than a qualified pastoral person is to miss the intent of the supervisory experience.

The “Learning Goals Progress Report” is a monthly report, which is to be completed by the student at the end of the month and signed by both the supervisor and the student. The student will submit the form to the Reflection Seminar Leader.

THE LAY COMMITTEE

To help the supervising pastor in the training process, a selected committee of 3 persons or more will work as an auxiliary to the pastor. It assists in advising and evaluating the student, as well as providing feedback between student, congregation, and the pastor. The supervising pastor is expected to take the initiative in providing a lay committee to work with the student. A special booklet, “lasting benefits for your church”, is available describing the lay committee, its function, and how one can be established in the local church.

The student is expected to have a monthly meeting with the Lay Committee for dialogue and feedback relating to his/her learning goals, relationships with the congregation, and to groups in particular. A report of these meetings must be made on the “Learning Goals Progress Report”.

SUPERVISED MINISTRIES SM601, SM602

LOCAL CHURCH LAY COMMITTEE AGENDA

(This page should be reproduced and a copy given to each member of the Local Church Lay Committee.)

I. SELECTION

- A. Special committee appointed by pastoral supervisor or church board.
- B. A standing church committee can serve as the Local Church Lay Committee.
- C. In cases where more than one student is assigned to a church, each student is required to have his /her own lay committee.

II. INITIAL MEETING

- A. Lasting Benefits for Your Church.
- B. Student Handbook, pages 15-16.
- C. Meeting with student -- Student Handbook, page 15, item 3.

III. MONTHLY MEETINGS

The student is to lead these meetings and present the agendas. These meeting are to be scheduled for the end of the month.

First Month:

- 1. Review Learning Goals in light of student's assigned responsibilities and activities.
- 2. Committee feedback, questions, and suggestions.

Second month:

- 1. Student reports activities and discusses progress with Learning Goals. Which activities were most meaningful?
- 2. Committee feedback, questions, and comments.

Third Month:

1. Review Learning Goals and report on their fulfillment. Student gives personal assessment of the semester experience.
2. Committee reviews with student and offers feedback.

IV. FINAL REPORT BY LOCAL CHURCH LAY COMMITTEE

SAMPLE REPORTS AND FORMS

THE SUPERVISORY CONTRACT
ASBURY THEOLOGICAL SEMINARY
SUPERVISED MINISTRIES PROGRAM

(Please type or print clearly)

Student: _____ Date: _____

Supervisor: _____ Placement: _____

INSTRUCTIONS: The supervisor and the student are to sign the *Contract*, indicating that both parties are in full agreement with the *Covenant for Learning*. Attach the *Learning Goals Outline* and make copies for the supervisor, the student, the faculty seminar leader, and the Supervised Ministries office by the due date on course calendar.

Supervisor's Covenant:

1. I agree to give you a minimum of one hour per week of supervision of your experience in ministry with particular focus on the learning goals you describe. I agree to the following time for supervisory sessions: Day: _____ Time: _____
2. I, and the institution I represent agree to give you the opportunity to perform the following functions in this setting, over which I will give administrative supervision. (See attached *Learning Goals Outline* for said functions).

Student's Covenant:

1. I agree to give a minimum of eight (8) hours per week, for a period of 13 weeks during the Fall — Spring (circle one) Semester, 20____, in responsible performance of the above-described functions and in responsible participation in the above-described supervisory processes.
Day(s): _____ Time: _____
2. I am also committing myself to the *Learning Goals Outline* attached hereto. I expect to fulfill these goals within the context of this field experience. I realize that this *Covenant for Learning* may be renegotiated with my field supervisor and the Office of Supervised Ministries at any time and that I am to send to my faculty seminar leader the updated *Covenant*.

Supervisor's Signature

Student's Signature:

SUPERVISED MINISTRIES
STUDENT COURSE CALENDAR
SM601, 602
(SAMPLE from previous years)

Sept. 3	First Reflection Seminar Meeting All SM601, 602 students and Reflection Seminar Leaders meet in McKenna Chapel for Orientation.
1-7	Field Placements begin.
10	Reflection Seminar Meeting All SM601, 602 students and Reflection Seminar Leaders begin meeting in their assigned classrooms.
17	Reflection Seminar Meeting. Supervisory Contract and Learning Goals Due.
24	Reflection Seminar Meeting. Local Church Lay Committee Meeting (these meetings should be at the first of each month)
Oct. 1	Learning Goals Progress Report #2 due.
8	Seminar Meeting. Activity Checklist #1 due.
15	Seminar Meeting. First Case Study due.
22	Seminar Meeting.
Nov. 5	Seminar Meeting. Local Church Lay Committee Meeting.
12	Seminar Meeting. Learning Goals Progress Report #2 due.
19	Seminar Meeting. Second Case Study due.
26	Fall Reading Week. No Seminar Meeting, although students should be at their placements this week.
Dec. 3	Final Local Church Lay Committee Meeting. Complete Field Supervisor Final Evaluation and Student Final Evaluation, #2 Activity Checklist, Learning Goals Progress Report #3, & Final Local Church Lay Committee Evaluation for submittal.
Dec. 8-12	Seminar Meeting. Exit interview with RSL.

All reports, assignments, and evaluations are to be submitted to the Reflection Seminar Leader per this schedule. **All forms submitted must be signed. You will receive a grade of “NC” if forms are not signed.**

LOCAL CHURCH PLACEMENT ACTIVITY CHECKLIST **MONTH**
(COPY PAGE FOR 2ND AND 3RD MONTH)

Student: _____ Date: _____
 Faculty Leader: _____ Placement: _____

A NOTE TO THE STUDENT: This checklist is intended as a help in reviewing your activity involvement while under supervision. This form should be reviewed at the close of each month with your supervisor before submitting it to your Faculty Seminar Leader and SMIN office.

A NOTE TO THE SUPERVISOR: The student is expected to participate each month in at least one activity in each of the six major categories below *except 'Worship' in which there are to be three activities reported.*

Please use Arabic numerals (1,2,3..) to indicate your times of active participation for each activity this month.

(Ex.: invocation 2; hospital visitation 3; board meeting 1). * Specify function performed.

Pastoral Care

Hospital visitation _____
 Pastoral call in home _____
 Other home visits _____
 Counseling _____
 Nursing Home _____
 Grief counseling _____
 Funeral service _____
 Baptism(s) _____
 Wedding(s) _____
 Holy communion _____
 (private) _____

Outreach

Community canvas _____
 Social services _____
 Community activity _____
 Evangelism projects _____

Administration

Board/Committee mtg(s) _____
 Observer _____
 Participant _____
 Administrative _____
 Assignment _____
 Planning session _____

Educational

Church School activity _____
 Children's activity* _____
 Christian Ed. activity* _____
 Youth activity* _____

Spiritual formation

Growth Group* _____
 Mid-week service(s) _____
 Singles ministry _____
 Senior citizen ministry _____

Worship Service

Invocation _____
 Prayer or pastoral prayer _____
 Offering _____
 Scripture reading _____
 Worship leader/liturgist _____
 Sermon/preaching _____
 Benediction _____
 Song leadership _____
 Music _____
 Holy Communion* _____
 Children's sermon _____
 Announcements _____

Hour Report: Have you completed 8 hours of ministry involvement at your placement each week covered by this report? _____ Yes _____ No (If "no" an explanation must accompany this report).

Student's Signature _____ Field Supervisor's Signature _____

LEARNING GOALS PROGRESS REPORT FOR:

(Month)

Student: _____ Pastor: _____

Placement: _____

A. In light of your weekly meetings with your supervisor, reflect on your progress this month in your stated Learning Goals, e.g. your performance in assignments, supervisor's recommendations, and your personal assessment (use back if necessary).

B. Briefly summarize the feedback and comments received during this month's Local Church Lay Committee meeting (use back if necessary).

Please rate the value of this month's meeting to you:

Little						Significant
Value	1	2	3	4	5	Value

Student's		Supervisor's
Signature _____		Signature _____

FIELD SUPERVISOR EVALUATION...

Office of Supervised Ministries, Tom Thomas, Director 858-2257; Administrative Secretary 858-2224

STUDENT'S NAME: _____ **DATE** _____

FACULTY SEMINAR LEADER: _____ **PLACEMENT** _____

NOTE TO THE FIELD SUPERVISOR: Your responses to the following items are an evaluation of the student's weekly performance in the parish setting. Your candid opinions and observations are vital to the student, the seminary, and ecclesiastical judicatories who may be requesting information on candidates for ministry. A copy of this form will be sent to requesting judicatory(ies)/agency(ies) upon request and signature of the student.

I. GIFTS FOR MINISTRY

- A. How did the student function within the structured environment of local church setting (i.e., Were proper channels/procedures followed, was there a comfortable relationship in working with you, the staff and others, were the goals and objectives of the congregation understood and respected?)

- B. According to your observations, what significant strengths does this student possess?

- C. In what particular area(s) do you see need for further growth? What do you recommend to facilitate such growth?

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know.

B. GIFTS FOR MINISTRY	1	2	3	4	5
1. Takes initiative in fulfilling responsibilities					
2. Completes tasks					
3. Works well under pressure					
4. Relates theory to practice					
5. Is able to help groups achieve goals					
6. Is prompt in keeping appointments					
7. Seeks new situations; comfortable with risk					
8. Manages time well					
9. Is assertive; initiates					
10. Has high energy level					
11. Is sensitive, concerned and responsive to feelings of others					
12. Communicates confidence in others					
13. Makes decisions with firmness; seems to enjoy making them					
14. Is enthusiastic; emotionally responsive and alert					
15. Makes practical and appropriate comments and decisions					
16. Thinks clearly and logically					
17. Shows genuineness in listening to others					
18. Realizes self-potential as person/minister					
19. Demonstrates common sense, foresight					

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know.

C. GRACES FOR MINISTRY	1	2	3	4	5
1. Teachable; open to learning					
2. Admits own biases/prejudices					
3. Utilizes spiritual disciplines					
4. Takes criticism well					
5. Takes praise well					
6. Admits lack of knowledge					
7. Identifies own strengths					
8. Is comfortable in leadership role					
9. Receptive to feedback from others					
10. Moods and behavior are consistent day-to-day					
11. Reasonably satisfied with self					
12. Shows acceptance of own sexuality					
13. Straightforward, spontaneous; expresses own feelings					
14. Is calm, relaxed and composed					
15. Is friendly, warm; enjoys people					
16. Converses easily with persons of opposite sex					
17. Shows warm and accepting attitude toward others					
18. Is patient toward others					
19. Is compassionate and caring					
20. Is self-confident					

D. GRACES FOR MINISTRY

1. How have you seen growth in this student's ability to do theological reflection on ministry experience?
2. Does the student have personality limitations which might make ministry more difficult? What are your recommendations for strengthening this area(s)?
3. Do you sense this person is called to full-time ministry?
4. Does the student demonstrate potential for ministry?

On the basis of the evaluation you have just reported, what specific learning goals do you recommend for the student at this stage of his/her preparation for the ministry?

ADDITIONAL REMARKS:

STUDENT RESPONSE TO EVALUATION:

FIELD SUPERVISOR SIGNATURE: _____ **DATE:** _____

STUDENT SIGNATURE: _____ **DATE:** _____

Syl/SMIN/Sup-Eval
7/01

LOCAL CHURCH LAY COMMITTEE: FINAL EVALUATION 601, 602)

STUDENT: _____ *ASBURY THEOLOGICAL SEMINARY, WILMORE, KY*
TERM OF PLACEMENT: _____ PLACEMENT: _____

I. Appraise the qualitative involvement of the student in ministry, such as enthusiasm, creativity, motivation, completion of assignments, etc. In what ways has the student grown over the second semester?

II. Was there noticeable growth by the student, personally and/or professionally over the semester? Over the academic year? (second semester)

III. What strengths and/or growth needs do you see in the student as a minister?

Strengths: (602) Have new strengths or growth needs emerged during the second semester that were not perceived in the first semester?

Growth Needs: (602) In what ways do you see this student differently at the end of the second semester than at the end of the first semester?

IV. What recommendations would you make to guide the student's future preparation for ministry?

V. Does this student show potential for ministry? _____yes _____no
Can you envision this person as your pastor? _____yes _____no
_____with reservations

Local Church Lay Committee Representative Date: _____

I have reviewed this report:

Student's Signature Date: _____

SMin 601 / 602

STUDENT EVALUATION

ASBURY THEOLOGICAL SEMINARY, DEPARTMENT OF SUPERVISED MINISTRIES, DR. TOM THOMAS, DIRECTOR

STUDENT'S NAME: _____

DATE: _____

FACULTY SEMINAR LEADER: _____

PLACEMENT: _____

NOTE TO THE STUDENT: There are three uses for this evaluation: (1) a vehicle for growth to open up productive awareness for the development of your gifts in ministry; (2) to determine course credit; (3) a guide in your placement process. The material will be confidential. It will be available to no other party unless released by you by request and signature.

I. ASSESSMENT IN TERMS OF YOUR *COVENANT FOR LEARNING*

A. What are your major accomplishments which relate to your stated goals (see original *Covenant*)? List two or three. Be specific.

B. Which of your goals were not realized or were insufficiently realized in your estimation? Why? Please be specific.

C. Were you present for all 13 field appointments? _____
If absent, how many times were you absent? _____ Have you completed required make-up work?

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know. Give explanations of all scores at the lower end of the scale (4-5) using the space provided under “Remarks.”

II. ASSESSMENT OF PERSONAL/PROFESSIONAL SKILLS

Personal Work Habits	1	2	3	4	5
1. Am punctual; keep appointments					
2. Handle absences responsibly					
3. Prepare for assignments					
4. Am appropriately groomed					
5. Am flexible					
6. Am dependable; follow through					

Remarks:

Professional Work Habits	1	2	3	4	5
1. Understand institution's goals and objectives					
2. Accept limits of settings					
3. Am actively involved					
4. Follow proper channels/procedures					
5. Work comfortably with staff					
6. Protect confidentiality					

Remarks:

Relationships with People	1	2	3	4	5
1. Am genuine, straightforward					
2. Relate well on a one-to-one basis					
3. Relate effectively in a group					
4. Am able to assume leadership					
5. Assume responsibility for my part in relationships					
6. Am able to communicate care for others					

Remarks:

Functioning with Expected Role	1	2	3	4	5
1. Exercise initiative in setting/working toward goals					
2. Creative in completion of tasks					
3. Have grown in professional skills					
4. Can integrate classroom theory with field assignments					
5. Have a well-defined understanding of my role as minister					
6. Find satisfaction in my role as minister					
7. Approach tasks with a sense of Christian ministry					

Remarks:

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know. Give explanations of all scores at the lower end of the scale (4-5) using the space provided under “Remarks.”

Assessment of Field Supervisor	1	2	3	4	5
1. Gives high time priority for supervision					
2. Supportive; affirms gifts					
3. Confronts with specific feedback					
4. Open to collegial, dialogical relationship					
5. Provides opportunity for significant ministry					
6. Self-sharing					
7. Assists in reflecting on acts/issues of ministry					

Remarks:

Assessment of Faculty Seminar Leader	1	2	3	4	5
1. Affirms gifts, supportive					
2. Collegial, dialogical					
3. Self-sharing					
4. Forthright in assessing strengths/weaknesses					
5. Facilitates group process					
6. Effectively communicates case study method					
7. Encourages thorough exploration of issues					

Remarks:

Assessment of Reflection Seminar Process	1	2	3	4	5
1. Effectively probed student's concept/practice of ministry					
2. Adequate time given to integration of theory/practice					
3. Marked with candor and honesty					
4. Contribution of each member elicited and affirmed					
5. Shared leadership					
6. Attention given to thorough analysis of feelings/actions					
7. Supportive community in which individual is valued					

Remarks:

III. NOTE AREAS IN WHICH YOU HAVE DISCOVERED ABILITIES/QUALITIES WHICH CONFIRM YOUR CALL TO MINISTRY.

IV. OUT OF YOUR EVALUATION OF YOUR WORK THIS SEMESTER, WHAT FUTURE LEARNING GOALS WOULD YOU SET FOR YOURSELF?

V. SUMMARY ASSESSMENT OF THE COURSE.

THE SUPERVISOR IS INVITED TO RESPOND TO THIS EVALUATION IN THE SPACE PROVIDED BELOW.

FIELD SUPERVISOR SIGNATURE: _____ **DATE:** _____

STUDENT SIGNATURE: _____ **DATE:** _____
Syl/SMIN/Stu-Eval